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DENALI NATIONAL PARK AIRCRAFT OVERFLIGHTS
ADVISORY COUNCIL MEETING

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February 7, 2008
Lake Lucille Best Western Inn, Frontier Room
Wasilla, Alaska
1:07 p.m. to 4:21 p.m.

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16 Participants:

Mike Tranel

17 Elwood Lynn

Miriam Valentine

18 Adrienne Lindholm

19 Council Members:

Nancy Bale, Denali Citizens Council; Erika Bennett,

20 Alaska Airmen's Association; Lt. Col. Scott Babos,

U.S. Air Force; Tim Cudney, ERA Helicopters; Nan

21 Eagleson, backcountry user; James W. Edwards, Federal

Aviation Administration; Joan Frankevich, National

22 Parks Conservation Association; Tom George, Aircraft

Owners and Pilots Association; Sally Gibert, State of

23 Alaska ANILCA Implementation Program Coordinator;

Brian Okonek, local landowner; Suzanne Rust, K2

24 Aviation; Charlie Sassara, American Alpine Club.

25

1 MR. TRANEL: We have everyone
2 present on the Advisory Council, so we'll go ahead
3 and call the meeting to order. This is the first
4 meeting of the Denali National Park and Preserve
5 Aircraft Overflights Advisory Council. My name is
6 Mike Tranel. I'm the chief of planning for Denali
7 National Park and the designated federal official
8 for the Council. That role will be transitioning
9 at the next meeting to Miriam Valentine, who is
10 also here.

11 We will introduce the membership.
12 We do have a quorum since all 12 members are
13 present, so we have a confirmation of that. The
14 status of membership on the agenda is that
15 everyone is present, so we have that on the
16 record.

17 The first item will be that Elwood
18 Lynn, the acting superintendent of Denali, has a
19 few words.

20 MR. LYNN: Welcome, everyone. I'm
21 Elwood Lynn filling in for Paul Anderson, who's
22 down on a detail in Atlanta serving as the
23 Southeast Regional Director. I'm glad to be
24 convening this first meeting of the Denali
25 Aircraft Overflight Advisory Council. This is

1 really a big first step that will help the Park
2 begin implementing some of the commitments that
3 were made in the backcountry management plan.

4 I'd like to say thanks in advance
5 to the 12 members of the committee for your time
6 and energies. They're greatly appreciated and
7 will help us move forward with these commitments.
8 Really, the Council is an important part of
9 implementing the backcountry management plan, and
10 there's a significant challenge providing advice
11 to park management on the overflight issues. It's
12 important for the Park to continue providing
13 access to visitors and users, but at the same time
14 meet our legal responsibilities to protect the
15 wilderness values of the park.

16 This advisory council is really a
17 critical partnership which will help us better
18 meet these mandates and look forward to working
19 with everybody and moving this forward.

20 MR. TRANEL: Thanks, Elwood. Also,
21 we'd like to, on behalf of the Council, welcome
22 all the attendees from the public here this
23 afternoon. So we'll be meeting until 4:00, and
24 there will be a break in between. We do have on
25 the agenda an opportunity for verbal public

1 comment that can go on the record. We have a
2 court reporter present today to record all of what
3 goes on this afternoon. So we will have a written
4 record of the proceedings and also, of course,
5 written comments are welcome at any time. There's
6 a comment form in back as part of the handouts, so
7 any written comments that you want to leave in
8 addition to the oral comments are welcome.

9 Miriam has a couple things as far
10 as procedures and the ground rules for how the
11 Council will operate. Since this is the first
12 meeting, this is information that we'll just
13 review the first time, and then in the future the
14 assumption will be that we'll operate according to
15 these ground rules.

16 (Presentation by Miriam Valentine.)

17 MS. BALE: Is there just one public
18 comment time for the whole four hours -- or three
19 hours, or are there spots where there could be
20 public comment maybe twice during the entire
21 meeting rather than just one time? Just because
22 people think of -- they get ideas and also people
23 come and go and have to leave. Did you have a
24 thought on that?

25 MS. VALENTINE: If I'm correct in

1 looking at the agenda, there currently is one spot
2 on the agenda for public comment for people who
3 want to come and speak. That's not to say,
4 though, that there's not opportunities for people
5 if they have to leave early, to write something
6 out. It could be that during the break, make
7 yourselves available so if people want to speak
8 informally to you about a comment.

9 Currently, though, there's only one
10 spot. Mike, I'm assuming that's formal agenda
11 process.

12 MR. TRANEL: Yeah, that is
13 something that we could do differently in the
14 future if we decide that would work better.
15 There's a fair amount of background information
16 that we need to get through today, so if we think
17 we're okay with the one segment as scheduled. The
18 next item on the agenda is to review and approve
19 the agenda for today, so it would be an
20 opportunity to change it if we decide to do so.
21 You did publish the agenda with the one segment on
22 there.

23 MS. VALENTINE: So, Nancy, would
24 you be comfortable with -- the committee will need
25 to decide on approval of the agenda. Mike's

1 suggestion is that we try it.

2 MS. BALE: We're doing a lot of
3 learning today, but there may be another meeting
4 where the public might like to have a couple of
5 opportunities.

6 MS. VALENTINE: Okay. Based on the
7 issues. Do you want that in a ground rule, or do
8 you want that just part of the work of the
9 committee, that we would adjust the agenda to --

10 MR. TRANEL: What we'll do is
11 we'll note the consideration for the agenda for
12 the next meeting is to have more than one segment
13 for public comment.

14 Is that acceptable to everybody?

15 MR. OKONEK: Yes.

16 MS. VALENTINE: Suzanne.

17 MS. RUST: The agenda can be
18 changed. I think it's important for us to know
19 that and, really, the agendas need to be flexible
20 and if somebody has a pressing issue, we need to,
21 as far as the process, figure out how to make
22 things timely. If somebody can only be here for a
23 little while and needs to speak, that we do that.

24 It might be good to actually ask
25 that question, if there's somebody who only has a

1 little bit of time and has to leave and made a
2 trip here, it might be good to ask that question.
3 If not, continue with the agenda the way it is and
4 if there is somebody, then it gives them the
5 opportunity. How about that maybe?

6 MR. TRANEL: Okay.

7 MR. EDWARDS: I think I'd be
8 comfortable with the idea that if we're going to
9 have an agenda and topics on the agenda, after
10 some discussion we take public comment on each
11 agenda item.

12 MR. GEORGE: Yes. I like that.

13 MR. TRANEL: So let's -- if we're
14 okay on the ground rules, let's go to the agenda.
15 Okay.

16 MS. VALENTINE: Was there anything
17 to be added to the ground rules or any edits to
18 the ground rules? Okay.

19 MR. EDWARDS: We haven't come to a
20 decision on this particular item.

21 MR. TRANEL: What I'm suggesting,
22 Jim, is that we -- that your idea is on the table
23 for discussion as part of approving the agenda, so
24 we're talking about moving away from just saying,
25 the ground rules are okay and putting that on --

1 that's part of the next topic of discussion. So
2 we have -- I mean, if we're okay with this, the
3 agenda that we have that we handed out has 12
4 things on it on the handout there, 12 things on
5 the agenda and then at the bottom is a list of the
6 membership. The item up for discussion right now
7 by the Council is review and approval of agenda.
8 So, in the review and approval of the agenda, we
9 have on the table to make the modification that we
10 insert additional opportunities for public
11 comment. Sally.

12 MS. GIBERT: I would say that that
13 could be handled at each meeting on a case-by-case
14 basis. On the agenda there may be two or three or
15 four opportunities for public comment. Today one
16 might be good because it's mostly you guys telling
17 us background, but I think we can probably keep it
18 flexible for each meeting, so it's kind of
19 tailored to what we know to be public interest and
20 what we anticipate are issues.

21 MR. TRANEL: Okay. Well, so with
22 the ideas that we have out there, to just give you
23 a little more so everybody knows kind of what to
24 expect for the agenda, we're on item 4 right now,
25 which is review and approve agenda. Item 5 is

1 superintendent and National Park Service staff
2 reports, and that consists mainly of some
3 background information on the whole federal
4 advisory committee process, which I will be
5 giving. It also includes a review of the sound
6 monitoring program in the park, which Pam Sousanes
7 will be giving, and that's what No. 5 is.

8 No. 6, member reports, we do have
9 one presentation from Lt. Col. Babos on the
10 military use of air space that affects Denali
11 National Park. And then after that we will move
12 mostly into developing priorities for the Council
13 to work on, is what most of the rest of the time
14 will be comprised of. So we could -- the idea was
15 that we consider having a public comment
16 opportunity after each item on the agenda.

17 What are you -- any ideas on that
18 now that you know a little bit more about it?
19 Brian.

20 MR. OKONEK: Well, I think it would
21 be good for the public in that everything is fresh
22 on your mind right then; we're on a particular
23 topic. The only thing we can't do is get so
24 bogged down that it takes the whole rest of the
25 meeting, so it needs to progress. You know,

1 comments needs to be precise and we can take any
2 information, ask questions and whatnot, then move
3 on. Then if we have time at the end of the
4 meeting and there's still additional things as far
5 as public comments, we can go back to any of those
6 topics.

7 MR. TRANEL: Okay. So, other
8 thoughts?

9 MS. BALE: I would tend to support
10 waiting until item 7, because I think the public
11 would benefit from hearing the background before
12 commenting. So I would tend to want to wait until
13 item 7 to provide an opportunity for public
14 comment, at least.

15 MR. TRANEL: Which means that we do
16 the three presentations and then -- so from this
17 moment starting right now, we would do three
18 presentations and then we would have an
19 opportunity.

20 MS. BALE: Potentially.

21 MS. GIBERT: That makes a lot of
22 sense, because that way we'll get the
23 presentations and then before working on the
24 priorities where we have to actually start doing
25 something, before that we've heard something from

1 the public.

2 MR. TRANEL: Okay. Jim.

3 MR. EDWARDS: When we're talking
4 about ground rules, which is where we started
5 this, we're not talking about ground rules for
6 today; we're talking about ground rules for the
7 operation of the committee and its existence, are
8 we not? So I'd suggest not only do we need to
9 have a ground rule about when we have comment, but
10 we also need some ground rules about
11 decision-making rules and who is going to chair
12 the meetings and some issues like that. But I
13 think before we get too far down the road, before
14 we can even make a decision on the item under
15 discussion, how are we going to make decisions
16 needs to be addressed.

17 MR. TRANEL: I have that as part of
18 the background on how the committee came about and
19 how it operates. I was planning to cover that
20 part of it, and there are some decisions that have
21 to be made by the Council.

22 MS. RUST: So where would that
23 happen? It would seem that that would be a
24 decision-making process, and that would probably
25 happen before we got into setting priorities.

1 MR. TRANEL: It would, yes.

2 MS. RUST: Okay.

3 MR. TRANEL: It's part of the NPS
4 staff report item on the agenda. It's part of
5 that, because I was going to present just the
6 background on how the Council is supposed to
7 function according to the law that it functions
8 under.

9 MS. RUST: Then, we would discuss
10 and set up a process -- this group will set up a
11 process, establish a process for, I guess, trying
12 to meet the objectives.

13 MR. TRANEL: Right.

14 MS. RUST: Okay. It's just not
15 clear.

16 MR. TRANEL: We know we need to
17 talk about it and it's coming up.

18 MS. RUST: Okay. Looking forward
19 to it.

20 MR. GEORGE: So, maybe to Jim's
21 point, since this is a more formal group than some
22 of the settings some of us have worked in before,
23 it sounds to me like we at least need to hear what
24 provisions for that fact are. It think we can
25 come back to the ground rules, if need be, after

1 we understand that process a little better to make
2 modifications.

3 MR. CUDNEY: This is a little
4 different environment. Personally, I think we
5 want as much public involvement at various points
6 along the process that the public is willing to
7 provide, so the question is just how to do that in
8 an orderly fashion, and we probably need to
9 understand the ground rules and then we can
10 revisit that and figure out how to do it best.

11 MR. TRANEL: So, these are a
12 placeholder subject to modification by the Council
13 maybe as soon as five minutes from now.

14 MR. GEORGE: Just like the
15 backcountry plan.

16 MR. TRANEL: Okay. With that, we
17 need to approve the agenda to move forward. So
18 with the provisions that have been given, is
19 that -- do we have --

20 MR. CUDNEY: Want somebody to make
21 a motion?

22 MR. TRANEL: Well, if we have a
23 general consensus to approve the agenda, we'll
24 move forward. I'll get into how we make
25 decisions.

1 MS. RUST: So we want to approve it
2 with added opportunities for public comment after
3 8, 9 -- after item 7; is that what you're --

4 MR. TRANEL: Well, after item 6.

5 MS. RUST: Okay. After item 6,
6 then, opportunities for public to comment.

7 MR. TRANEL: Right. So the agenda
8 is approved with the condition that there's an
9 opportunity for public comment inserted after item
10 6, in addition to the other place that it shows up
11 on the agenda. Okay.

12 So, moving forward, then, we
13 have -- the next item is superintendent and NPS
14 staff reports, and we have some visual aids that
15 we will use.

16 While we're bringing that up, I'll
17 just mention a few things. The handouts that are
18 available for the meeting, the way that we would
19 like to do this in the future, and continue as
20 we've done before, that all of the background
21 information is available at the meeting or
22 preferably before the meeting. So what we've done
23 is made this information available through the web
24 site. There's a Denali National Park web site
25 that cross-references all this information and in

1 addition to that will be a designated web site for
2 the Advisory Council.

3 (Presentation by Mr. Tranel.)

4 MR. TRANEL: Comments? Discussion?
5 Jim.

6 MR. EDWARDS: I'd like to rephrase
7 No. 4. No. 4 should be, I need to understand
8 differences in our positions, so that we can move
9 towards No. 3. Because many times -- I agree that
10 this is much better decision-making rules than
11 Robert's Rules, but basically when you get to No.
12 4, the benefit of that is to try to bring out the
13 differences, why people see things differently,
14 because in that there's often a more creative
15 solution.

16 MS. VALENTINE: So that I capture
17 this, Jim, I need to understand the differences in
18 order to move to No. 3?

19 MR. EDWARDS: Often when I
20 understand why somebody sees it very different
21 than I do, it gives me the opportunity to move
22 towards their position.

23 MS. FRANKEVICH: Jim, I'm wondering
24 if 5 already incorporates that maybe with slightly
25 different wording because there might be sometimes

1 when I understand it, but people simply are going
2 to disagree.

3 MR. EDWARDS: I see No. 5 as a
4 qualitatively different thing. For example, one
5 of the issues in one of those blocks is safety.
6 My agency has a regulatory obligation towards
7 safety. I don't know that the National Park
8 Service does. So in some matters, I have no
9 flexibility. I need to get the information,
10 provide it to the committee as to why my agency
11 can't approve something or move on something.
12 That could be a legal matter that I have no
13 ability to move on.

14 MR. GEORGE: I agree that -- I
15 think they're two slightly different things and
16 I'd suggest both are appropriate. I would make
17 the one just identified as No. 4 and I'd push the
18 rest of them down; 5 becomes, I'm blocking this
19 and 6 becomes, I need more information. The
20 objective, obviously, is where we can we need to
21 understand differences in perspective and move
22 ahead rather than just butt heads all day. Again,
23 I think there may be a time that -- essentially,
24 you're saying the unblocking means that's an
25 intractable position that I can't move away from.

1

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MS. RUST: I think that I'm

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blocking this, I think that that is something that

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does need to stay intact, because I think everyone

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here needs to be able to speak strongly to

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something they believe in. And I think having 4

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and 5 is fine, or whatever the numbering is. I

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think the other two could be incorporated, because

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I think you're basically trying to come to more

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information or understanding differences and is

11

trying to get you back up to where you can agree

12

in some form.

13

MS. VALENTINE: So your suggestion,

14

Suzanne, is to incorporate?

15

MS. RUST: I'm blocking, this is to

16

stay intact, and the other two could go together

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or be they could be broken apart. I think it's

18

just a matter of what makes everyone happy. I

19

think either will work. What's nice about this is

20

it's communicating where you are on the issue and

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what it might take to get you somewhere else.

22

MR. TRANEL: And that was the

23

goal -- and, Sally, I know you have a comment.

24

That was the goal that I wanted to mention before,

25

is that we were looking for a model that's better

1 than a simple voting process and also that allows
2 for people to accurately represent their
3 constituency, you know, on the scale. Sally.

4 MS. GIBERT: I like this and I like
5 the direction it's going. I definitely think it's
6 better than yes or no or Robert's Rules. I think
7 that -- I think many times something this refined
8 and showing how important it is where everybody is
9 at is real important. I think there will be a lot
10 of times where we don't need this amount of detail
11 or thought. I know when I run meetings where we
12 kind of move right along and there seems to be
13 good consensus, what I will often say is, any
14 objection to this?

15 MR. EDWARDS: That puts it up above
16 the line automatically.

17 MS. GIBERT: Yeah, yes. It puts it
18 above the line, and it's where you wouldn't need
19 this amount of detail, but it would be sort of a
20 first cut. Then if there's a need to discuss it
21 or if there's interest in using this approach to
22 kind of cut it more finely, then that would be
23 great, but sort of not to insert this amount of
24 complexity when we don't need it.

25 MR. CUDNEY: I agree. I actually

1 think the same thing between acceptable and I can
2 live with it. That's so close. I mean, I think
3 blocking needs to stay and the 4, need to
4 understand is so close to need more info as well.
5 We're making it more complicated than it should
6 be. I think that can be narrowed down to four
7 easily.

8 MR. TRANEL: So Tim's proposal is
9 combining these two and combining those two. Two
10 and 3 are combined and the last two on the bottom.
11

12 MS. VALENTINE: And Sally's
13 suggestion is before it even starts, ask the
14 question, is there any objection?

15 MR. TRANEL: Right. I guess,
16 Sally, I was kind of operating and using that as
17 the default mode, because I'm using to -- you
18 know, if there are objections, you have to speak
19 up. So we could add to the ground rules that
20 silence equals consent. So if we say, are we okay
21 with this, can we move forward, that if you're
22 opposed, you need to speak up and if someone
23 speaks up in opposition, then we go to this.

24 MS. RUST: I wanted to say I don't
25 mind -- I think any objection puts it kind of in a

1 negative. I kind of actually like what you guys
2 came up with. It's yes or I can live with it or I
3 can't live with it. You know, just to kind of put
4 where you are in terms of -- it also opens things
5 up for discussion. Why are you not feeling
6 comfortable with this, or why can you just live
7 with it? Is there something we can do?

8 I've been in lots of meetings
9 where, does anyone have an objection, and
10 everybody sits there, you know, more silently. I
11 think it might be a better place, where is
12 everyone standing on this issue? Is it
13 acceptable? Yes or I can live with it or I can't
14 live with this.

15 MR. TRANEL: Are you okay if we
16 don't use this for simple things like approval of
17 the agenda?

18 MS. RUST: I think so. I think for
19 any issue of substance, I think this is a good
20 thing because I think it gets conversation going
21 between people.

22 MS. GIBERT: It's not meant to hide
23 issues. I'm trying to think if there's a better
24 word besides objection, because objection implies
25 a negative. Are we okay with moving on kind of

1 thing.

2 MR. TRANEL: So what we would have
3 on the table right now, then, is the proposal that
4 we modify the decision meter with the -- I guess
5 the Tim Cudney model is on the table at the
6 moment, which is, we have a No. 1, yes, we have a
7 No. 2 that combines these two, and then we have a
8 3 and a 4 that are below the line. And the 3 is,
9 I'm blocking, and the 4 is understand differences,
10 need more information. So that's what's on the
11 table. We can modify this and test it right now,
12 unless there's further discussion or ideas on it.

13

14 MS. RUST: Instead of saying
15 objection, we can ask who's in favor. Who's in
16 favor of this? It's more of a simple thing.

17 MR. TRANEL: Okay. So if we modify
18 this as proposed, we'll do a roll call on it right
19 now, and you can -- maybe we'll make cards for the
20 future, but for now it might have to be just
21 fingers. So modifying it as just discussed with
22 four levels: Yes; acceptable, can live with it;
23 I'm blocking, and need more information,
24 understand differences, those four levels. So
25 that's how we'll rewrite this; that's how we'll

1 make decisions.

2 So we'll start with Brian, and give
3 us 1 through 4 on where you are on that idea.

4 MR. OKONEK: Go for 1.

5 MR. TRANEL: Okay. Brian's at a 1.
6 Jim? One. Scott, one.

7 MS. RUST: One.

8 MS. EAGLESON: One.

9 MR. SASSARA: One.

10 MR. TRANEL: So we have unanimous
11 1's on that. That's adopted as the model for how
12 this group will make decisions.

13 MS. VALENTINE: On issues of
14 substance.

15 MR. TRANEL: On issues of
16 substance. Okay.

17 MS. FRANKEVICH: I'm not sure if
18 you're going with this, but the second of that is,
19 does it have to be all 12 of us above the line or
20 not?

21 MR. EDWARDS: Yes.

22 MR. GEORGE: That's the idea.

23 MR. TRANEL: Well, that's the
24 premise, however, if -- I mean, we're not locked
25 into -- this is not going to be a regulation and

1 it's not going to be part of the federal book of
2 regulations right after the meeting. So the
3 Council has the option of making modifications in
4 the future, and if on a difficult issue the
5 Council feels that, well, on this thing we need to
6 depart from this and issue a minority and a
7 dissenting opinion, that's okay. I Mean, that's a
8 decision you can make. Sally.

9 MS. GIBERT: I was going to say the
10 minority opinion thing, that's something that -- I
11 was just on the Denali Task Force. We had to take
12 that approach for part of our -- the scope of our
13 work was fairly broad. For one part of it there
14 was no way we could reach consensus, so we
15 established the majority/minority report, broke
16 them down and moved on, because we had a lot of
17 stuff to work on. So there are times where that
18 may need to be done because you can't reach
19 consensus, but not jump to minority reports
20 because it pretty much weakens the strength of the
21 group's work. It pretty much kind of kills it,
22 actually.

23 MR. TRANEL: Yeah, that's a really
24 good point. You know, the diversity of interests
25 represented here, if this group does a resolution

1 with unanimous support from the 12, that's a very
2 powerful recommendation because of the diversity
3 of the group. That's worth a lot. The way that
4 the -- if we did have to go to a dissenting or
5 minority opinion, maybe that comes out of the I'm
6 blocking and here's my counterproposal and we have
7 the majority line and the minority line and
8 there's no way to reconcile the two, that could
9 happen. Jim.

10 MR. EDWARDS: But you could come to
11 a consensus agreement that that's the way it's
12 going to go. So you could still use this
13 decision-making model even in that case.

14 MR. TRANEL: Okay. So that's
15 adopted, and we'll rewrite, clarify it so it's
16 available on the board for future meetings.

17 So the next item, to continue
18 moving through our background information,
19 Adrienne has some brief information to present on
20 the model for the Grand Canyon National Park.
21 What we wanted to do, the objective of this
22 segment here is just some brief background
23 information from Adrienne, but the objective here
24 is that this clarifies how this group basically
25 operates differently from what's happening in the

1 Grand Canyon and the Lower 48.

2 (Presentation by Ms. Lindholm.)

3 MR. TRANEL: Okay. Jim.

4 MR. EDWARDS: I think it might be
5 appropriate for me to make a comment or two at
6 this point.

7 MR. TRANEL: Okay.

8 MR. EDWARDS: When I was named to
9 this group, the manager -- or the associate
10 administrator for the Western Pacific Region, Bill
11 Withicum (ph), wanted to know what this was all
12 about. He was worried that we were going to
13 encroach on his authority and responsibility. And
14 the distinctions you've made are well taken.

15 We are not a rule-making body,
16 because we've been exempted under law from that
17 requirement. We don't want to be, and we don't
18 see my role here as rule-making. However, I would
19 suggest to the group that if the group doesn't
20 perform, that that's always a possibility, that
21 they would include this under the current
22 rule-making efforts that are going on, and it
23 would shift out of Alaska for management on the
24 FAA's side of the house. If that should happen,
25 it would go back to Washington and, therefore, to

1 the group that's managed out of the Western
2 Pacific Region that's doing that for the United
3 States as a whole.

4 So I am going to liaison with that
5 group so they'll know what's going on up here, but
6 there's no interest in the FAA's side of making
7 this a rule-making body in any way.

8 MR. TRANEL: Thanks, Jim. Okay.

9 (Presentation by Ms. Sousanes.)

10 MR. SASSARA: I wanted a
11 clarification on the dB level. Is normal talking
12 voice at 60 dB?

13 MS. RUST: No, I think 35 to 40 is
14 talking.

15 MS. SOUSANES: Well, I'm going to
16 have to revisit that chart.

17 MR. SASSARA: And then they're
18 saying high or very high, not less than 60. That
19 means two guys camping, talking?

20 (Laughter.)

21 MR. TRANEL: We need to go back and
22 look at this.

23 MS. SOUSANES: I need to find where
24 those decibel levels are pulled from.

25 MR. GEORGE: I guess one comment I

1 just want to make at this point is on this whole
2 issue of the standards that were adopted in this
3 planning. As anybody who commented on the plan, I
4 think, realized, there really wasn't much data. A
5 number of us on our comments on the plan pointed
6 this out. And you made the comment about, really,
7 the intention in the plan wasn't to necessarily
8 rein in anything; it was to kind of capture where
9 you are today.

10 And so one of the issues is having
11 enough monitoring to be able to, in fact, figure
12 out if the standards that were adopted in the plan
13 match where we are today or not. And I think
14 there's a provision, I believe, that's even in the
15 handout that you provided listed the different
16 criteria in the final column, and it says the Park
17 Service agrees that we'll come back in five years
18 and take a look at those, recognizing that there
19 wasn't much data.

20 I guess that's part of why I'm
21 acutely interested in the data collection efforts.
22 I think we all need a good objective baseline that
23 we can agree represents where we are today to
24 evaluate those baseline standards and figure out
25 whether they're really as meaningful as they need

1 to be to help us out.

2 In the greater scheme of things, I
3 think those two -- I mean, that's why this
4 five-year time interval was recognized. We can't
5 really turn the clock back and monitor prior to
6 the start of the plan, so we kind of have to start
7 somewhere, and my understanding is that's that
8 five-year window at least to try and capture that.
9 You can look at other metrics. If in that five
10 years if other indicators went through the roof,
11 obviously that influences it. But right now,
12 frankly, we're dealing with a lack of data to even
13 be able to evaluate how well those standards
14 reflect this kind of baseline that we're trying to
15 achieve.

16 MS. BENNETT: I think we all need
17 to be educated well enough that we know about
18 decibel levels. Like somebody who's a third
19 party, like somebody comes in who's a sound man or
20 somebody who can tell us, okay, this is a
21 nationally or federally-accepted level for
22 talking. Instead of seeing a number on a screen
23 and saying, well, this is a published study.
24 Well, who published it and what do they know?
25 That's where I'm coming from. I know a little bit

1 about sound levels, but not enough to consider
2 myself relevant right now.

3 MS. RUST: It just seems to me,
4 this is a lot of information to take in, and I
5 hope that in some way we can get more familiar
6 with it and pull it apart more because -- and then
7 I had a question to clarify. I was just curious.

8 There was -- you had natural
9 soundscapes, as I recall, in one of the slides
10 from Stampede area, and then we show sounds from
11 the Ruth area with no natural sounds, or showing
12 very little.

13 MS. SOUSANES: Biological sounds,
14 birds, insects.

15 MS. RUST: Biological sounds. I
16 guess the question is: Have you measured --
17 oftentimes when there aren't airplanes, what
18 natural sounds there are? What is the -- because
19 it's different being on the north side of Denali
20 and hearing birds and the trees and the wind, but
21 if you're comparing that to being on the Ruth
22 Glacier.

23 MS. SOUSANES: Ruth Glacier, that
24 slide that compared the two, it doesn't even have
25 any human intrusion. The only thing that was

1 showing up was wind. It was just a physical. So
2 it's a fairly quiet place.

3 MR. TRANEL: So the biological
4 sounds on the Ruth Glacier are wind and occasional
5 avalanches that you hear in the distance.

6 MS. RUST: Okay.

7 MR. TRANEL: So, no birds.

8 MS. SOUSANES: Neither one of those
9 showed aircraft.

10 MS. RUST: I just needed to clarify
11 that for me.

12 MS. SOUSANES: Stampede was
13 biologically and physically loud. Then, what I'm
14 hearing is we really need to make an effort to go
15 into detail with the data, the analysis, sound
16 levels. Have somebody come in and go through and
17 get this whole group familiar with what the
18 standards are and how they're being measured.

19 MR. SASSARA: Does that include the
20 buses as well?

21 MR. TRANEL: Yeah. So as a first
22 step for the Council, the goal here was to present
23 the background on the methodology, and there were
24 some questions about that that we need to follow
25 up on. So that's kind of a first step. Then,

1 once we all understand how the monitoring is done,
2 then we can go into more of the specifics of the
3 data, which would be -- we envision more as a
4 Phase 2 for next time, because as we've discovered
5 already, it's a bit of a challenge to understand
6 how the monitoring is done, how we got there, what
7 are some of the improvements that need to be made
8 as we move on with the program.

9 What we were trying to do and we've
10 made, I think, exponential improvements in the
11 last ten years, because when we started the
12 Backcountry Management Plan, we were more in the
13 mode of, well, we have a lot of field observations
14 and we have a lot of what are called anecdotal
15 data on sound disturbance. And all of that
16 information very much pointed in the direction of,
17 well, it's changing significantly from, say, 1980
18 to the year 2000. So our obligation is to get a
19 handle on, well, that's a resource that we're
20 legally mandated to protect, and so how do we
21 monitor that in a scientific, systematic way that
22 everybody can understand.

23 And the Council -- it would be
24 entirely appropriate for this group to make
25 recommendations to Park management about the

1 monitoring program.

2 MR. CUDNEY: I have some of the
3 current data by aircraft, by elevation, by
4 take-off, fly-over and stuff with the decibel
5 levels. So I'll share that stuff. It's all in a
6 pretty detailed chart that actually was used for
7 the Grand Canyon work group. It's by aircraft,
8 take-off, landing. It will surprise you.

9 MS. BENNETT: Does it say what kind
10 of aircraft?

11 MR. CUDNEY: Yes, it does.

12 MR. TRANEL: Tim, if you can get
13 that to Miriam, and then we'll circulate it and
14 make it available to the public as well. Tom.

15 MR. GEORGE: One more detail on,
16 again, helping bring the group up to speed on
17 sound or the monitoring. This does need to get
18 pretty specific, especially in the early days of
19 the program, and you can acknowledge that in a lot
20 of cases you picked airstrips from an access
21 standpoint, which makes perfect sense. It's a big
22 place for strolling around on the ground. But we
23 really need to know the physical proximity of the
24 sensors, like how far from the airstrip because --
25 I mean, I've been to other presentations where the

1 Park Service has played these sound clips, and if
2 you literally have a sensor right off the end of
3 the airstrip, I'm sorry, that's not representative
4 of an area the size of the Park. Again, that's on
5 the education side of this. We can get into the
6 footprints of noise that airplanes make, and it's
7 certainly much worse at take-off in a defined area
8 than it is later on. So we really do need to get
9 into that in enough detail to have confidence in
10 the data and/or make recommendations as to how to
11 make that data better so we can all stand behind
12 it, eventually, when we actually need to apply it.

13 MS. SOUSANES: That's a good point,
14 and that's a good reason to go back to the random
15 grid where those grids are in place and they're
16 not at airstrips necessarily and they're not
17 located at the north end of the Ruth Glacier strip
18 where it's going to be really loud. I think that
19 that park-like grid is where we can get
20 objective data. We're not putting them in places
21 where we expect to hear something; we're putting
22 them in places that's pretty random and what we
23 hear is what we hear. So that's a good reason to
24 go to the grid, but maybe the timeline needs to be
25 different. Maybe we need to have one, say,

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1 somewhere in there where it's monitored --

2 MR. GEORGE: Or half a dozen sites
3 that continuously are required to supplement your
4 roving sites; otherwise, it will be 100 years
5 before you get enough data.

6 MS. SOUSANES: When we were
7 targeting those points, that was earlier when we
8 were first starting. The technology for sound
9 monitoring is evolving so quickly it's amazing
10 where we've come in six years. That was kind of a
11 trial and error. That's not -- like you said,
12 it's not objective and for objective standards
13 we're going to have to look at something like that
14 grid system. That's a good point.

15 MR. TRANEL: Okay. So we need to
16 take a break before too long. We could do that
17 now and come back with Lt. Col. Babos. We could
18 take a break and come back with Lt. Col. Babos
19 with a presentation and then take some public
20 comment and move forward?

21 MR. CUDNEY: That sounds good.

22 MR. TRANEL: Nan has a question.

23 MS. EAGLESON: In this approach to
24 get more real data about the soundscape, are there
25 real numbers available coming from the commercial

1 air traffic for how many flights you do over the
2 Park? I see numbers for how many landings on the
3 Ruth Glacier, but are there real numbers available
4 for how many flights going over from Denali Air or
5 Kantishna Air or Talkeetna?

6 MR. CUDNEY: Well, they're
7 available. Now, whether the individual operator
8 might want to share them -- as I said, I don't
9 particularly want my competitors to know exactly
10 what I'm doing. Now, I don't have a problem
11 sharing it with the Park and having it sanitized,
12 but I've been through this process before and it's
13 -- you know exactly what I'm talking about.

14 MS. EAGLESON: I mean, I might be
15 naive in asking that.

16 MR. CUDNEY: No, no, no, you're not
17 at all. You're not at all.

18 MS. EAGLESON: I'm just trying to
19 understand what is happening out there.

20 MR. CUDNEY: The air tour operator
21 group that we work on on the helicopter, we take
22 information from all helicopter operators as far
23 as a safety survey from Grand Canyon, from Hawaii,
24 from Las Vegas, from New York, from Alaska, et
25 cetera. They're all turned in on the number of

1 flights, number of hours, number of passengers and
2 then it's all sanitized to reach a graph. I have
3 no problem with sharing that information, as long
4 as it's sanitized and it doesn't show X operator
5 did X, Y, Z. I mean, there's no reason that all
6 the operators -- because there's approximately
7 40,000 flights over the north side of X. We've
8 had this discussion before when you asked me for
9 sanitized information.

10 MR. EDWARDS: I'd suggest that this
11 falls in the same area as the decibel issue, that
12 there's a methodological issue here that we need
13 to address before we start collecting and making
14 decisions on this kind of data, because there are
15 people transiting the Park as well as people who
16 are operating into it.

17 MR. SASSARA: And there's planes
18 that are supposed to be there, Park Service planes
19 that are contributing to it.

20 MR. GEORGE: I think at a later
21 meeting we need to build some materials and just
22 share a little bit more about how aviation works.
23 Unfortunately, I'm not aware of any single place
24 you could go to get overall measures like that
25 because, again, it's a mixture of commercial

1 traffic, noncommercial traffic, jets at 30,000
2 feet, et cetera. So I think we need to lay out
3 for you a little bit about just how varied some of
4 those uses are to get a better handle on what air
5 traffic around the Park is like.

6 Right now I can't think of a single
7 place you could actually go get numbers. There's
8 been a project, the Capstone Project, which has
9 attempted to do that on a statewide basis to
10 establish kind of where people fly, for the need
11 for aviation safety in Alaska and even that has
12 been extremely difficult. We can look at the data
13 that they collected over the Park, but they don't
14 have to tell you why half of what the commercial
15 operators do isn't reflected in that at all. It's
16 a very challenging thing. It's almost as
17 imprecise as the sound collection data.

18 MR. TRANEL: So on the part of the
19 agenda that talks about prioritizing work for the
20 Council, it might be good today to set up -- to
21 prioritize some information needs and how we're
22 going to address them, because there might be some
23 homework assignments. A lot of the information
24 that's just been discussed in the last five
25 minutes is information we need help from some of

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1 you to get. So maybe next time around there will
2 be a lot more member reports and fewer NPS
3 reports.

4 Anyway, why don't we break for ten
5 minutes, and we'll come back with the military
6 presentation and an opportunity for public
7 comment. So we're adjourned for ten minutes.

8 (Break taken.)

9 MR. TRANEL: So for the next
10 segment we have Lt. Col. Scott Babos from the
11 Department of Defense. And after that we'll talk
12 about how we'll structure the public comment
13 section so you can -- if you want to say any more
14 by introduction, go ahead.

15 (Presentation by Lt. Col. Scott
16 Babos.)

17 MR. TRANEL: Any questions or
18 discussion from the Council?

19 MR. GEORGE: Yeah, Scott, a couple
20 things. You don't get off the hook quite that
21 easy.

22 No. 1, do you have figures, not
23 right now but later, you could share with us on
24 the use of that Susitna MOA?

25 LT. COL. BABOS: Yeah.

1 MR. GEORGE: Because I know you
2 track statistics on that and that would help one
3 of the questions of, well, how much aircraft is
4 there.

5 The other part, I think, is just we
6 need to broaden out a little bit more in terms of
7 that military operations area is air space that
8 has been specially designed where you can do just
9 maneuvering kind of training, high speed in excess
10 of 250 knots. It doesn't mean that military
11 aircraft aren't fully legal and able to fly
12 through the rest of the air space under 250 knots,
13 and there are some other provisions there. So, in
14 fact, we do see military aircraft at other parts
15 of the Park outside that air space.

16 So I think it's important to
17 recognize that that air space that he's talking
18 about there is specifically for this kind of
19 training and there are still military aircraft,
20 and they may be less now that the A-10s are gone,
21 but I've personally jostled nose to nose with the
22 A-10s in Windy Pass at well below the peak
23 altitude, and they were legally within their
24 rights to be there.

25 So unless you're telling us the

1 military is actively prescribed they can't fly at
2 all in the Park, yeah, it's not that we shouldn't
3 expect that we're going to see them in some
4 places, but not in a training environment, high
5 speed, all the things that you mentioned.

6 LT. COL. BABOS: That's a very good
7 point. You will see -- I mean, during the
8 summertime, we probably have in excess of probably
9 3- to 400 air crews that come TDY to Elmendorf or
10 to Eielson for training. And if they move back
11 and forth between bases, they're perfectly legal
12 to file VFR and fly through some of this air
13 space. That's where you're going to see them.

14 Now, they are discouraged -- I
15 mean, every briefing that is given to TDY air
16 crews explains to them that this is our backyard
17 and if you're going to come and mess in our
18 backyard, you're going to be sent home. I have
19 seen air crews sent home for violations of noise
20 complaints or buzzing somebody. We do try to
21 enforce it, but it is very possible that you may
22 see aircraft training through Denali National
23 Park.

24 MR. SASSARA: Could they get
25 permission, though -- say, they asked, would the

1 commander give them permission or would he say, at
2 your discretion or --

3 LT. COL. BABOS: Permission from
4 who? Permission from the military boss?

5 MR. SASSARA: From the military
6 boss.

7 LT. COL. BABOS: They're probably
8 not asking the question.

9 MR. SASSARA: We do see them every
10 year without exception, maybe ten times a year. I
11 was climbing in there a year ago and I saw two
12 Raptors come down to Ruth, you know, 500 feet or
13 less, but it doesn't happen every day. But I
14 think these are transitional aircraft that are
15 going back and forth between the air bases and
16 they just do a little side trip in there. There's
17 no dog fighting. But they are maneuvering around
18 and they are going fast and slow.

19 MR. TRANEL: Are there other
20 questions or discussions?

21 MR. LYNN: There is some other
22 training that military aircraft do that we
23 appreciate, and that's helping us in certain base
24 camps on the mountain.

25 LT. COL. BABOS: Yeah. The Army

1 Chinook helicopters do a lot of work and they may
2 go into Denali for training themselves or to
3 assist the National Park as required. This
4 audience is the right crowd: Do you have more
5 problem with helicopters or with fighter jets?
6 Because they're two different groups of people
7 with the military. As we go through this, I'll
8 get a better feel if it's more the helicopters or
9 the fighters that are causing any issues, so we
10 can watch for them.

11 MR. LYNN: I'm not aware of any
12 problems with the helicopters.

13 MR. SASSARA: I think it's the
14 fighters, C-130s. I've seen those before.
15 Typically those transitional planes. Helicopters
16 seem to know more what's going on up there. They
17 know the Park and know the frequencies for the
18 most part.

19 LT. COL. BABOS: Thank you.

20 MR. TRANEL: Thank you.

21 So the next thing we agreed to when
22 we approved the agenda, we're complete with No. 6,
23 and we agreed that we would have an opportunity
24 for public comment at this time. So if we could
25 see by a show of hands anyone who would like to

1 make some comments for the record just to start.

2 So we have one, two, three. If we
3 could keep the comments to within three minutes,
4 would be good. And for the purposes of recording,
5 if you could give your name -- and if you need
6 help with the spelling, ask for it -- and
7 affiliation if you want to. That part's optional.
8 But if we could get your name for the record, that
9 would be great. We'll go in order of sign-up.

10 So, Adrienne, do you have the
11 sign-up sheet?

12 Brian.

13 MR. OKONEK: You know, if there's
14 only three people with comments, do we really need
15 that tight of constraint on time? We've only got
16 three people.

17 MR. TRANEL: Five?

18 MR. OKONEK: Let's just see how it
19 works.

20 MR. TRANEL: Well, based on a lot
21 of public meeting experience, I highly recommend
22 having a time limit. But, I mean, that's
23 Denali-related and maybe that's why, but --

24 MR. EDWARDS: Some of us would like
25 to hear what the public has to say. I would like

1 to see how it works.

2 MR. TRANEL: Well, Jim, I'm not
3 questioning that at all. I'm just recommending
4 there be a time limit.

5 MR. EDWARDS: I'm opposing that,
6 and the reason I'm opposing it is I think it will
7 work out that it's not going to be an issue. If
8 it turns out to be an issue, then we'll limit the
9 time.

10 MR. TRANEL: Well, are there other
11 feelings on that?

12 MS. BENNETT: I think to have a
13 general time constraint in mind would be a good
14 start, but if we have one comment person and
15 half-an-hour allotted for the comment period, that
16 person -- I don't know. I think having a time in
17 mind is a good idea or it could get out of hand.

18 MR. CUDNEY: I agree.

19 MS. RUST: I think it's practical
20 in that it's 3:22, so we have still some other
21 things to accomplish. So it would seem that a
22 reasonable time amount -- and then those things
23 also could be -- they could be discussed in other
24 new business, and we could readdress if there's
25 something that needs to continue for longer.

1 Maybe an initial five minutes and then if we need
2 to continue, we can. I'm just suggesting.

3 MR. TRANEL: I should also remind
4 you that the Federal Advisory Committee Act
5 requires that written comment be accepted at
6 meetings. There's no requirement for anything
7 beyond written comments, so that's an additional
8 opportunity that we're providing. So if -- we'll
9 suggest five minutes as a guideline?

10 MR. GEORGE: Okay.

11 MS. RUST: Then we could revisit.

12 MR. TRANEL: Per person. Is that
13 okay, Jim?

14 MR. EDWARDS: I can live with it.

15 MS. LINDHOLM: We have Dan first
16 and then Jim.

17 MR. TRANEL: Okay. If you could
18 stand, maybe come a little closer so everyone here
19 can clearly hear you. Go ahead.

20 MR. ELLIOTT: My name is Dan
21 Elliott. I'm a member of Alaska Quiet Rights
22 Coalition. Just as an aside, those helicopters
23 that I see aren't flying in the Park. They're
24 flying over my cabin when they're transversing
25 from Fairbanks to Anchorage. I have a cabin along

1 the Susitna River.

2 My main point that I'd like to make
3 is what I see as a weakness in this Board or
4 setup, and that is that there's no direct State
5 park member. There is a couple national park --
6 there are a couple national park people, an FAA
7 person, a U.S. Air Force person, and there are a
8 number of national park conservation
9 organizations, climbers in the Park, not climbers
10 in the Park, and landowners outside the Park, but
11 there's nobody that has a direct responsibility
12 with the State Park, although I'm sure Sally would
13 do her best.

14 I think someone familiar with some
15 of the Denali State Park issues would be of value.
16 Lacking that, I would hope that you would
17 unofficially keep in mind that half of this air
18 traffic is flying over -- although some stuff in
19 the south end -- is flying over Denali State Park.
20 And the reason for that is because of the National
21 Park, and the National Park is actively working
22 with the State Park to create a national
23 destination on the south side, south of Denali.
24 You always hear about.

25 That South Denali means Denali

1 State Park Visitor Center. So certainly it's a
2 key component to what you do indirectly and
3 actually directly, also. The Alaska Quiet Rights
4 did request both to the National Park and the
5 director of the State Park to include Denali State
6 Park in consideration of decisions that were going
7 to occur through this process. And I realize with
8 federal funding -- I realize how it comes about
9 that the State Park doesn't, but I think at least
10 try to unofficially keep in mind that the State
11 Park is the neighbor, particularly in something
12 like the sound measuring.

13 I would think that it would be a
14 no-brainer to have a sound monitoring point on the
15 Susitna River, which is the boundary of the
16 National Park, and gets an awful lot of traffic,
17 as well as the Chulitna River, and even on Curry
18 Ridge where they plan to put a visitor center for
19 the National Park Service.

20 So how you can do that, I don't
21 know, but I would encourage you to realize when
22 you see that high density area and all that, that
23 blank space you see underneath there, that's the
24 State Park that's equally high and, in fact,
25 probably even more concentrated with sounds.

1 Being interested in quiet, I hope you come up with
2 the quietest solution.

3 Thank you.

4 MR. TRANEL: Thank you, Dan. Sean.

5 SEAN: My name is Sean. I'm the
6 president of the Denali Lodges. Denali Lodges
7 owns two properties, one in Kantishna, Denali
8 Backcountry Lodge, and Denali Cabins right at the
9 Park entrance. We provide a very, very valuable
10 service for the elderly folks who come out for
11 hiking in the Park. This is the only kind of
12 backcountry experience they can get by riding our
13 buses to the Park and staying at the lodge for a
14 few days, maybe do a small amount of walks here
15 and there, but not major hiking and for them
16 there's no alternate. They cannot be camping,
17 which is ideal for the younger folks, but not for
18 the people that are on the cruise ships. So we
19 provide a very valuable service.

20 We would like that to be recognized
21 and proper accommodations be made for us to
22 conveniently continue that business. We need the
23 flight services between the two lodges from the
24 Park entrance to Kantishna and we need the bus
25 service. Both of them are noise issues, but

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1 there's a lot of other noise there now, too. So
2 we should get our share of that. We also are
3 local. We provide a lot of employment. We pay a
4 lot of taxes to the Borough. Pay a lot of Park
5 entrance fees to the National Park Service, and
6 also for the guided hiking we pay additional fees
7 over and above the entrance fees. So we are quite
8 heavy contributors to the Park Services.

9 We also on our own have instituted
10 conservation donations, so everybody that stays at
11 our lodge pays \$2 per day, not compulsory, but it
12 is voluntary, and when we collect those funds,
13 those are turned over to the National History
14 Association which in turn helps the Park Service.
15 We have designated those for the Kantishna Area
16 National History Association. We will continue to
17 do that, but we need to be recognized for it and
18 we need to have our accommodations in terms of
19 needed flights and the bus service. Thank you
20 very much.

21 MR. TRANEL: Thank you. We have
22 another probably.

23 MR. MCGREGOR: My name is Dan
24 McGregor. I work for Denali Air in the Denali
25 National Park on the east end. We're tied in to a

1 lot of pilots who go in and out of there on a
2 frequent basis and are also users of the
3 backcountry. There's no reason why we would want
4 to interfere on that. I think what happens here
5 is when you think of the amount of people that are
6 coming into the Park and the way they can see the
7 Park, not everybody can hike the Park. There's
8 numbers up there, 70 percent of all people coming
9 in, bird noises, noises from airplanes and we're
10 affected by this stuff. On top of that, that
11 percentage is probably relatively small to the
12 overall amount of people that are coming into the
13 Park, and how they're seeing that is by bus
14 traffic or by airplane traffic.

15 Those are the only ways a lot of
16 people, as Sean mentioned, are going to get in
17 there and see this area. I think if you're -- as
18 we embark on this, you've got to think of the
19 price of, say, restricting this and putting this
20 back, because it's going to cut down on the amount
21 of numbers that are able to see the Park and
22 people that are able to access the area. They
23 can't get in on the ground and if they're in
24 corridors or in altitudes or certain things,
25 they're going to resist our ability to fly safely

1 into the Park, and you're going to cut down on the
2 numbers that can get into the Park overall.

3 So I think that's a point that
4 comes fundamentally with whatever here on the
5 panel is discussing, and we need to keep that in
6 mind as a basis at the start of this. That's what
7 I -- I think this is very preliminary, I guess, to
8 what we're getting at, and there will be a lot of
9 steps along the way, but something that should be
10 brought up.

11 MR. TRANEL: Thank you. All right.

12 So, with that information and all
13 of what's been presented before, we have No. 7 on
14 the agenda, setting priorities for Advisory
15 Council work. One of the things that's come out
16 already is information needs. So I guess I would
17 start off with -- Miriam, if you're able to record
18 some things on the chart for us. It's open to the
19 Council. I mean, this is not something that
20 Elwood or I are wanting. It's really up to the 12
21 of you to decide what are the priorities to work
22 on in order to move further toward achieving the
23 goals of the committee, which are outlined in the
24 charter.

25 So how do we get there? What are

1 the next things we need to do?

2 Charlie.

3 MR. SASSARA: If I may. I think
4 there was a general discussion of the sound
5 monitoring, the methodologies that were being
6 historically used and what's going forward in the
7 future, and then how that matches up with the
8 standards that were established so we understand
9 sort of where this topic is.

10 MS. VALENTINE: The sound
11 monitoring methodology. You want it further
12 explained or described or more information and how
13 it matches up with the standards as part of that?

14 MR. SASSARA: Yes. Because there
15 were questions about they said, like 100 decibels
16 for an airplane, well, which airplane? There was
17 also the random sampling methodology and, you
18 know, there's some questions about that. We just
19 need to understand how it's put together and then
20 what information exists currently, you know,
21 about have there been -- what are the -- have they
22 been exceeding the standards and such or have they
23 not been exceeding the standards.

24 MR. TRANEL: There were a number of
25 questions about the methodology that we committed

1 to answer --

2 MR. SASSARA: That's the general --

3 MR. TRANEL: -- the National Park

4 Service, so the questions that came up were, Tom

5 asked about why -- what's the reasoning behind the

6 five rotating wind and sampling. How do we

7 explain that? So that's one specific thing I had.

8 We're also -- Tim is providing the aircraft level

9 of noise information, the decibel information to

10 the committee, so we'll have that. There was also

11 a question from Tom about what's the proximity of

12 the monitoring equipment to the sound that's being

13 recorded, so there's more information on the

14 positioning of the microphones.

15 Would that be accurate, Pam?

16 MS. SOUSANES: It depends. If

17 we're going to analyze data that's already been

18 processed, then it's really important. But if

19 we're going to move on and go with the random

20 sampling, it's not as important. It sounds like

21 we need to have more discussion.

22 MR. TRANEL: So we could give some

23 examples of when these sounds were recorded.

24 MS. SOUSANES: It's all documented.

25 MR. TRANEL: There was also some

1 discussion of, what is 60 decibels and what does
2 that sound like? So the idea from Charlie, I
3 think, is that the National Park Service can do a
4 demonstration of here's what it sounds like. Put
5 the boom box there and play the sound. So we
6 could do that.

7 Then, the one other thing Suzanne
8 asked about was getting copies of information
9 about what are the sound monitoring locations. We
10 can do that. Go ahead, Joan.

11 MS. FRANKEVICH: I just wanted to
12 clarify, Charlie, that you wanted to make sure how
13 it matches up with the standards in the Denali
14 Backcountry chart.

15 MR. SASSARA: Exactly.

16 MS. VALENTINE: So it sounds from
17 the priority listing, the National Park Service
18 has a lot of information to provide to the
19 committee, and Tim will be providing information
20 back to the committee.

21 MR. TRANEL: So far -- this is
22 related to Charlie's suggestion. The other
23 information we discussed was something that Nan
24 brought up on numbers of overflights, in general,
25 commercial aviation, et cetera, and it was

1 information that the National Park Service doesn't
2 have. We could facilitate the gathering of it,
3 but we would need to figure out how to put that
4 together. If it's important enough for us to
5 pursue, we would need to figure out how to get it.
6 "We" the committee. Jim.

7 MR. EDWARDS: I'm not sure yet I
8 understand what the function of this committee is,
9 so I think the first priority is to focus on what
10 our mission is and come to an agreement on that
11 and then try to figure out what do we have to do
12 to get there.

13 MR. TRANEL: Okay. Well, I guess
14 what we should do is maybe clarify some terms in
15 the charter. Maybe that would help. Because I
16 read from the charter with the assumption that
17 everybody understood what we were saying, but if
18 we need to clarify, we should do that.

19 MS. GIBERT: I know for me the
20 charter is pretty clear, pretty well-defined, but
21 even for me looking at it saying, what does this
22 actually mean we're going to do? I don't know.
23 So I think it is -- maybe we don't need to know
24 just yet. Maybe we need more information, but it
25 is a big question. It's a fairly narrow thing,

1 but it's a big question, what do we do.

2 MR. EDWARDS: I agree. We need to
3 discuss it and come to a consensus of what it is
4 we're trying to achieve and what we need to do to
5 get there.

6 MS. GIBERT: I'm not sure we're
7 going to be able to answer it, but we can start
8 the discussion.

9 MR. EDWARDS: Once we start the
10 discussion, I think the issues will clarify.

11 MR. TRANEL: Well, there's kind of
12 two things in the charter. One is -- it says --
13 so the product that the charter refers to is
14 voluntary measures for assuring safety. So safety
15 is -- to keep that utmost in mind. That's an
16 important consideration, not to be forgotten
17 about.

18 And then the second part is for
19 achieving desired future resource conditions.
20 Now -- so what that means is, okay, so we have
21 this map. We have the different colors, the
22 zoning in the backcountry of Denali, and the
23 Backcountry Management plan says, in each of these
24 zones here is what the public can expect as far as
25 the sounds go.

1 So the assumption is, and based on
2 all of our information and public comment as part
3 of the Backcountry Management Plan, that the
4 National Park Service is operating on the premise
5 that the soundscape on Denali has changed over the
6 last two decades, and that we have a legal
7 responsibility to address that. We're asking the
8 Council to provide some good ideas as far as
9 voluntary measures of how do we get there. So
10 there's a number of steps.

11 First of all, there's been a lot of
12 discussion today about, well, what is -- what is
13 the soundscape and how are you monitoring that and
14 questions about the data and all of that. So it
15 seems to me that there's -- there needs to be an
16 understanding of how we do the monitoring. Before
17 we start analyzing results, we have to understand
18 the goals of the plan and how the monitoring
19 follows from that, and then we get into some
20 specific areas of like that one -- the one slide
21 with lots of numbers that Pam showed that was
22 titled Exceedance Data showed examples from around
23 the Park where the sound that has been monitored
24 exceeds what the Backcountry Plan says people can
25 expect.

1 So we have numerous examples of
2 where the reality and the plan are not in synch.
3 So how do we bring about the desired conditions
4 documented in the plan.

5 MR. EDWARDS: Even your language
6 causes me concern. I hear words like protect.
7 I'm not sure that this committee can reduce,
8 protect or hold current levels, because technology
9 is continuing to move, the Park is continually
10 being bombarded by change that's outside the
11 influence of this committee to manage. Therefore,
12 I think we need to look at what is it we can
13 reasonably expect to do and achieve? Are we
14 tasked with holding the line, or are we tasked
15 with looking at the environment and seeing what
16 can be done? So those are kind of issues that I
17 think need to be thought about when we start
18 looking at the purpose of this group.

19 MR. TRANEL: The implication is --
20 well, as the charter says, achieving desired
21 future conditions, means as prescribed in the Plan
22 achieving those conditions; how do we get there?

23 MR. EDWARDS: If we can get there.

24

25 MS. GIBERT: We aren't the Park

1 Service, so it's not our job to meet those.

2 MR. EDWARDS: That's why I'm saying
3 that we need to make clear what we are expected to
4 do.

5 MS. GIBERT: Yes.

6 MR. TRANEL: Suzanne.

7 MS. RUST: I'm just reading, The
8 Council develops voluntary measures for ensuring
9 the safety of passengers, pilots and mountaineers
10 and for achieving the desired future -- so we've
11 spoken and we're right now kind of grappling with
12 the second half. I'm just not certain the first
13 half is not something we've even addressed or
14 is -- nor do I know if we could or how we would,
15 but it's there. It may be miswritten, I'm not
16 sure, but I don't know if it was more intended to
17 read that we were interested in achieving these
18 desired resource conditions voluntary measures for
19 these desired future conditions with the safety of
20 passengers, pilots and mountaineers in mind, or if
21 you're actually trying to do -- are you guys
22 following me?

23 MR. SASSARA: Yeah, but I don't
24 think you can change the filter because we sort of
25 signed up for this.

1 MS. RUST: No, I'm not trying to
2 change the filter. I'm just trying to say that
3 our full concentration in these conversations has
4 only been -- so I think --

5 MR. TRANEL: The way that -- having
6 been there in the backcountry planning process all
7 along and since that's quoted directly from the
8 plan --

9 MS. RUST: I'm not wanting to
10 change it.

11 MR. TRANEL: I'm trying to answer
12 your question. If there are sort of two different
13 things, they're both important. There shouldn't
14 be any -- we shouldn't read into it, well, one is
15 more important than the other, so one comes first
16 and then the other. There are two things that are
17 important and that's what's before the Council.
18 So if you're saying, let's not just do one and
19 forget the other --

20 MS. RUST: That's what I'm saying.

21 MR. TRANEL: There shouldn't be any
22 assumption that we have to do the one first and
23 then the other. It can go either way.

24 MS. RUST: It's interesting the way
25 the whole presentation has been today. We have

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1 kind of focused on one and if the scope is
2 broader, we should look at the mission to direct
3 us and be thinking in terms of a broader scope
4 than just the resource -- desired future
5 conditions. That we need to be thinking in terms
6 of the passengers, the pilots, the mountaineers,
7 their safety and experience. Also, we heard from
8 folks out here about access and the importance of
9 access and balancing it with quiet.

10 MR. GEORGE: As has been pointed
11 out, there's this whole second element that's
12 safety that we haven't talked about at all. Are
13 there issues there or concerns that need to be
14 looked at? Are there concerns about safety in the
15 Park today? We have focused on sound.

16 MR. TRANEL: I guess when we looked
17 at what are the issues through the National Park
18 Service, we are confident that the operations --
19 there are a lot of improvements that have been
20 made over the last ten years in safety for a
21 number of reasons, and the individual operators
22 should take most of the credit for doing that.
23 There is coordination with each other, the work
24 they did with the FAA and all of that.

25 So our understanding is that things

1 are in pretty good shape, but it's entirely
2 appropriate for the Council, if there are safety
3 concerns out there that need to be raised and need
4 to be discussed, it's you all's responsibility to
5 bring those out.

6 So, Jim and then Sally and Suzanne.

7 MR. EDWARDS: You may have answered
8 my question, but that was one of the issues. Is
9 there data -- are there aviation safety concerns
10 that already exist and, if so, who's going to
11 present those to us?

12 MR. TRANEL: Elwood, do you have
13 any -- as far as safety issues from the last
14 couple operating seasons? Things have been going
15 really well.

16 MR. LYNN: Well, there's been some
17 splinter work groups that have tried to
18 establish -- and maybe, Tim, you know more about
19 it -- which frequencies to use on the north side
20 versus the south side and flight patterns that
21 folks have agreed to so they reduce the potential
22 of conflicts. I've had calls from people saying,
23 how do I get hold of those flight plans, those
24 agreements. I'm wondering if that's something
25 this group can start to make more formal and make

1 available to folks, because there's little pods of
2 people that have been trying to take it on
3 themselves just to make things safer.

4 MR. TRANEL: Do you think it would
5 be useful for the Council to have a presentation
6 on background information on safety, where we are
7 now and how we got there. Just that talks about
8 what Elwood is referring to, how we came up with
9 the reporting points and the frequencies some
10 background on that.

11 MR. EDWARDS: And who's currently
12 tasked with maintaining it?

13 MS. BENNETT: Well, it's all
14 voluntary right now.

15 MR. TRANEL: We could provide that
16 background, even if it's like a ten-minute
17 overview of that. That might be a good thing to
18 have.

19 MR. LYNN: Are there folks on this
20 committee that already have -- Tim, do you have a
21 fair amount of that? Is that a presentation that
22 you could make?

23 MR. CUDNEY: It's not a
24 presentation. The operators on the north side
25 have gotten together and discussed going on since

1 that radio frequency change, and we need to do a
2 better job because we always forget somebody, but
3 there hasn't been an agency participation, a
4 volunteer group. Somebody picks up the phone and
5 says, we're going to meet on X date and talk about
6 this because we have new pilots. I know they have
7 done it on the south side as well.

8 MR. TRANEL: So there were some
9 hands up. Nancy has been trying to make a comment
10 since back before, so go ahead.

11 MS. BALE: I look at the safety and
12 I think that safety wasn't really touched on in
13 the backcountry plan, but if you recall, it was
14 safety that triggered a lot of the overflight
15 regulations that happened in Grand Canyon because
16 there was a crash. There have been near misses on
17 the mountain. I don't know if the FAA has a
18 program of documenting near misses in Alaska
19 aviation. That might be interesting data that Jim
20 could provide.

21 But I'm thinking that there could
22 be a time when safety concerns trigger voluntary
23 limits before resource conditions work, so that
24 it's appropriate for us to consider both of the
25 topics. Because safety is a huge topic, but there

1 are people here qualified to comment on it and
2 provide data on it. So when you have areas that
3 are narrow and allow landings, you may have a
4 safety concern before you have a soundscape
5 concern. You may have a soundscape concern before
6 you have a safety concern, but I think the two
7 kind of work together.

8 I feel really uneducated, so we
9 would need some information on that.

10 MR. TRANEL: So, there were some
11 comments over here. Sally.

12 MS. GIBERT: I was going to make a
13 specific proposal for the board, that for the next
14 meeting that we hear from -- and perhaps from a
15 couple committee members what safety measures are
16 working now. How does it work now. What maybe
17 some of the emerging concerns are currently under
18 discussion. Also, hear from other constituents if
19 there are other safety issues that aren't
20 primarily flight safety. But, anyway, if there's
21 any other safety issues, to hear about those. And
22 then related to this issue about public comment,
23 opportunity for public comment just on safety. I
24 think that would be good to have.

25 MR. TRANEL: All of this for the

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1 agenda for the next meeting?

2 MS. GIBERT: Yes.

3 MS. BENNETT: This tags directly
4 onto that. As a voluntary proposal out there for
5 enhancing safety in the Park is to help or at
6 least -- how do I put it -- promote the equipage
7 of aircraft inside that operate solely within
8 Denali National Park and preferably all over the
9 state, equip the airplanes with the Capstone
10 technology that is being used in other parts of
11 the state to help the pilot with their situational
12 awareness, in the future weather reporting, and
13 most importantly up there, as a pilot in the past,
14 looking and finding other airplanes. Because
15 let's say in a perfect whatever world all of the
16 aircraft up there are equipped with this
17 technology, they've got boxes on board the
18 airplanes that talk to each other. They can see
19 each other, and even though we're reporting
20 points, everybody might not be exactly where they
21 say they are, heaven forbid, and you can mitigate
22 that -- you can see somebody on your little screen
23 in the airplane and avoid the conflict before it
24 ever happens.

25 Now, I can bring in and Tom also

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1 has some data on this that we can bring in that
2 goes into greater detail on why this would be a
3 good voluntary measure sometime in the future.
4 There's lots of things going on in the state,
5 there's an incentive program, a grant or loan
6 program to help even general aviation users equip
7 their planes in the state for this. Because it's
8 a statewide safety program that's hopefully going
9 to be implemented and it's all on a voluntary
10 basis.

11 So this is a good forum or a good
12 platform as to how do we make it safer and this
13 could be one avenue. That would be -- it's called
14 Capstone, ADSB.

15 MR. TRANEL: Would it be
16 appropriate to task you and/or Tom with a member
17 report on what that is so that everybody
18 understands it?

19 MS. BENNETT: I will be responsible
20 for that, yes.

21 MR. TRANEL: Okay. All right.
22 Jim.

23 MR. EDWARDS: We also need to think
24 about transit traffic, especially people coming up
25 from the Lower 48 that don't know anything about

1 Denali that are going to be transiting this air
2 space. There are a lot of issues about how to
3 take the work that's been done and disseminating
4 it.

5 MR. SASSARA: That's been,
6 unfortunately, a longstanding issue.

7 MR. EDWARDS: Yes, it has. It's
8 one that needs to be addressed.

9 MR. TRANEL: We need to wrap up
10 within the next five minutes here. So as far as
11 where we are on the agenda, a couple things on
12 here are somewhat optional and already have been
13 covered. I guess at this time maybe we need to
14 conclude this section. There are other major
15 tasks for next time or thoughts that we don't want
16 to lose for the next meeting that could be added.

17

18 MR. GEORGE: I think we need to
19 refine the sound piece. Obviously the soundscape
20 is probably the biggest issue and also the most
21 fuzzy issue. In my mind that sound monitoring, we
22 need to understand a little better the results of
23 the monitoring done to date, not only how it was
24 done, but to what extent it matches the standards
25 that are identified in that plan, recognizing how

1 those standards came to be. We still need to
2 understand where we are relative to those
3 standards today. I think we have to understand
4 that before we go any further on looking at, you
5 know, mitigation and whether there's any need to
6 mitigate.

7 Then, the second piece of that was,
8 okay, and what's the plan for a more uniform data
9 collection process in the future, which I think
10 this group -- based on what we heard today, this
11 group needs to become more educated. So there's
12 really those two parts that we've got to get the
13 sound piece before I think we can take any steps
14 beyond that.

15 MS. VALENTINE: Do you kind of
16 envision -- so the group won't meet again for a
17 period of time and we can either provide you with
18 information, e-mail so the committee feels a
19 little bit more up to speed on it. How do you
20 feel about -- but you also want the public to have
21 an equal understanding. Some of that can be
22 that -- it's in handout form, you know, whatever
23 we provide to the committee is also available on
24 the web site. I'm just kind of -- certainly we
25 could review that, then, with presentations. I

1 guess I'm asking about, do you want everything
2 beforehand so everybody has an opportunity to look
3 at it? And then also kind of review and maybe
4 move forward with it when we have the next
5 meeting?

6 MR. GEORGE: Obviously anything you
7 can put out in advance on the web site so that
8 everybody has access to it is fine. We're still
9 going to need to talk about it and be able to ask
10 questions as a group at the next meeting, so we
11 have to devote time on the next meeting agenda to
12 understanding and asking questions.

13 MR. CUDNEY: I think it would be
14 beneficial to everybody, whether it was a Park
15 Service employee or anyone, an individual to help
16 with the soundscape and put data together to come
17 and give a small ten-minute presentation at the
18 next meeting for the public and the committee.
19 I've sat through some of those and they're very,
20 very enlightening as far as what perceived noise
21 levels are versus actual and such.

22 MR. TRANEL: So specific examples
23 of places where we're saying that it's out of
24 line.

25 MR. GEORGE: Not even just

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1 examples. We need to see a map. I mean, show us
2 where based on your monitoring today you think
3 that we're outside the standards that are defined,
4 so we can, again, get a picture and understand
5 that.

6 MS. VALENTINE: So basic education
7 and then application to this process.

8 MR. GEORGE: Uh-huh.

9 MR. LYNN: I think demonstrations
10 of the equipment and reproducing the sound levels.
11 What does 40 decibels sound like? Because it's a
12 complex topic. If this was Sound 101, then next
13 time we need Sound 102 to build on it.

14 MS. RUST: We also need to have the
15 locations exactly of where the sound is being
16 monitored. Moving on from that, I think that one
17 thing we need to also do is look at access. I
18 think access is important. I know it's important
19 to a lot of people. That's what we heard from
20 Sean and Dan, I think. I think that it's good for
21 us to know, to look at this holistically and to
22 look at where is sound being made, but where are
23 the people and what are the patterns and what's
24 happening out there? So I think that that's going
25 to be an important component.

1 How people are getting there and
2 what their expectations are. I know that some of
3 that, for you guys who work at Park Services, it
4 comes more naturally. For us, it's nice that you
5 do a presentation, but I don't think we're real
6 aware of where everybody is going and what
7 everybody is doing. I think that that's
8 important.

9 Just to the safety matter, one more
10 thing and I promise I'll stop. There are great
11 things happening with safety. I think a
12 presentation on what operators are currently doing
13 is really important and how some of the decisions
14 are made, the background with the Denali
15 Backcountry Plan, how that is really important.
16 Because initially when we started this process,
17 there was discussion of air routes and following
18 some of what Grand Canyon was doing and we were
19 comparing apples and oranges. Grand Canyon has
20 300-and-something days of good weather; we don't.
21 They have a lot of good weather. So where
22 airplanes go and how things are congested and the
23 importance of being able to fly where the weather
24 is good and understanding that, I think, is really
25 important. Also keeping in mind that Grand Canyon

1 does hundreds of thousands of flights, I think,
2 and they also have 40 operators. We're talking
3 about four operators on the south side. So this
4 is important information for the committee. And
5 how many on the north side? Probably four.

6 So we're talking about eight
7 operators working really well together. I think
8 that's important stuff for this committee to
9 understand, that we are meeting, that we have
10 reporting points. What are those reporting
11 points? How does that work when Erika is flying
12 around the mountain? How does she communicate
13 with another airplane? Without access
14 information, it's hard for us to know what's
15 important. Sounds like it's going to be
16 multi-faceted. We need a lot of information.

17 MR. TRANEL: One of the things, so
18 we can move on -- we don't have to resolve all of
19 what's going to be on the agenda next time. I
20 would suggest, Miriam, that the agenda for the
21 next meeting be -- that there be some
22 communication, e-mail, et cetera about what are
23 the important items, help us prioritize these
24 things so that we get all the right background
25 information presented the next time to facilitate

1 further discussion.

2 MR. GEORGE: I was going to say,
3 frankly, a lot of this talk is about air, but I'm
4 interested to hear what some of the nonaviation
5 stakeholders that are using the Park, what their
6 uses look like and how that fits or doesn't fit
7 with some of the things going on today. We're
8 looking at a number of different facets here. So,
9 yeah, aviation needs to be included on how
10 airplanes work and how they generate noise or
11 quiet. But I think we need to hear on some of
12 these other facets of it as well to get the total
13 picture, so we can start working toward what, if
14 anything, do we need to do different?

15 MR. TRANEL: Yeah, that's a good
16 idea. The National Park Service has published
17 studies from backcountry users and there's also
18 probably a lot of information that some of our
19 long-term users, like Nan, could provide. So
20 that's something that's good.

21 MS. VALENTINE: Nonaviation use
22 patterns; is that what you were interested in?

23 MR. GEORGE: Yes.

24 MR. OKONEK: Some of that sort of
25 use is not going to be available because, for

1 example, in Denali National Park the only thing
2 you have to register for is a Mount Foraker or a
3 Denali climb. So people can be dropped off
4 anywhere on the south side of the Park for
5 mountaineering and hiking. There's no
6 registration. The Park Service doesn't have the
7 data of what's happening out there.

8 MR. GEORGE: You're exactly right.
9 That's why, rather than hearing all this from the
10 Park Service -- I mean, I'm happy to hear what
11 everyone in the Park Service has to say, but we've
12 got representatives from some of these other
13 stakeholder groups, so whatever their feedback
14 through the constituents is is another way to get
15 a handle on this. Just like the FAA doesn't have
16 a handle on all aviation data, nor do I expect the
17 Park Service to have it on all the other uses.
18 That's actually one of the good things about
19 having this Council with the broad-based
20 representation just to make sure we aren't missing
21 something just because it's not being counted.

22 MR. TRANEL: So we know that your
23 time is valuable, and we greatly appreciate your
24 contributing your time this afternoon. Out of
25 respect for your time, I guess, I'd like us to

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1 honor our closing time or as close to it as we
2 can -- unless there's an enthusiastic consensus to
3 continue. So the last important thing that we --
4 kind of a mandatory item to accomplish is setting
5 the time and place of the next meeting.

6 MS. BALE: May I make a comment
7 before we do that? I am in favor of having at
8 least an interim presiding officer, because I
9 think that person could work with Miriam in the
10 interim and help get knowledge disseminated. I
11 just like having a leader in these groups because
12 I think it provides a steadying influence. It
13 would be someone taking on perhaps a little bit
14 more work, but keeping all of us, like, are you
15 getting this done or getting that done. Maybe
16 Miriam is willing to take on that role. But I
17 think if it was one of us, I think we'd start
18 taking more ownership in that regard.

19 So I have someone in mind to
20 recommend. I just wanted to see if people thought
21 that was a good idea or not.

22 MR. TRANEL: We did promise that at
23 the beginning, that we would take names for
24 potential chairs of the committee, which is to run
25 the next meeting with a lot of organizational

1 assistance from Miriam. So, Nancy, would you like
2 to make a nomination?

3 MS. BALE: I asked Sally if she
4 would be willing to do this when we were breaking,
5 and taking on a long-term commitment might not
6 have been her cup of tea. She seems more
7 receptive to the idea of being an interim leader.
8 I would like to nominate her, Sally Gibert.

9 MR. TRANEL: So Sally has been
10 nominated as chair.

11 MR. GEORGE: Second.

12 MS. GIBERT: With the idea that
13 it's interim while we get to know each other and
14 hopefully we'll find somebody else. Because I
15 think that whoever is the chair, it is extra
16 responsibility and I have a lot going on right
17 now. It's not something I really want to take on
18 but for a short term.

19 MS. VALENTINE: Sally is signing up
20 for the interim or for the chair position or for
21 whenever the group decides to vote on the chair?
22 Sally, are you signing on to be --

23 MR. TRANEL: That is a one-year
24 term.

25 MS. GIBERT: I'm not nominating

1 myself. I'm saying if anybody else is interested,
2 that's cool, because I don't really want to do it,
3 but I would be running like one or two meetings
4 until we have some permanent person.

5 MR. TRANEL: So you're accepting
6 the nomination for the position as a limited
7 tenure?

8 MS. GIBERT: Yes.

9 MR. TRANEL: Okay. The vote is not
10 going to be done today. It will be done closed
11 ballot. If we need to vote, we'll need some more
12 nominees, so -- other nominees. You can nominate
13 yourself or someone else. Sally said only one or
14 two meetings, so if someone were willing to
15 volunteer, that would help for longer.

16 MS. GIBERT: Or we could end up
17 doing rotating chairs.

18 MR. TRANEL: That's another option,
19 is to just rotate it. Any other nominees?
20 Volunteers? Well, hearing none, could we --

21 MS. RUST: We can discuss this at a
22 later time. We have an interim chair and we
23 can -- and as we all get comfortable with one
24 another, maybe have this discussion again.

25 MR. TRANEL: We could have Sally

1 chair the next meeting and leave the longer-term
2 chair open for now?

3 MR. CUDNEY: Let's define the next
4 meeting. How soon?

5 MR. TRANEL: That's what we need to
6 decide. There's been -- most of the discussion
7 has been that meeting at least three times a year
8 would be good to continue the momentum here. As
9 far as a location and time of the next meeting, is
10 Talkeetna available? Talkeetna is a possible
11 location for the next meeting and we need to
12 decide the timing. We could suggest Talkeetna in
13 April or May.

14 MR. CUDNEY: I recommend the last
15 week of April because it's start-up time for a lot
16 of the operators.

17 MS. RUST: How about mid-April?

18 MR. TRANEL: We could do the third
19 Thursday in April.

20 MR. OKONEK: I go to work the
21 middle of April and won't be back until the first
22 of September.

23 MR. GEORGE: When do you start?

24 MR. OKONEK: Middle of April and
25 I'll be out of contact until June.

1 MR. TRANEL: So April 17th would be
2 out, so how about Thursday, April 10th in
3 Talkeetna?

4 MR. OKONEK: That would work for
5 me.

6 MR. TRANEL: Check your date books.

7 MR. CUDNEY: Are you putting this
8 in stone now or making the recommendation or
9 what's -- if we have April 10th and then we don't
10 do another thing until the end of September, it's
11 quite a spread in between the meetings.

12 MR. TRANEL: It is. The rules, the
13 federal regulations for this Council require that
14 it have a quorum to do anything. A quorum is
15 defined in the charter as half plus one, so seven
16 people is a quorum. So as long as there are at
17 least seven council members present, business can
18 be conducted.

19 MS. GIBERT: We have to meet at
20 least three times a year?

21 MR. TRANEL: The goal is to meet
22 often enough to continue making progress.

23 MR. CUDNEY: I think it's a good
24 idea at the next meeting, because we're still
25 getting our feet wet on this, as many members as

1 present as possible are there. Taking into
2 consideration that Brian might be gone and figure
3 out a meeting three months from that for the next
4 meeting. We've been here already three-and-a-half
5 hours and we've just barely touched the surface.
6 I'm fine with the 10th, if everybody else is.

7 MS. FRANKEVICH: Two things for me.
8 April 10th sounds good, but I have to check my
9 calendar at home. If we could make this
10 provisional until we all check calendars. The
11 second thing is it takes a fair bit of staging for
12 all of us to get here and set this up, so if we
13 could go longer than three hours, that would work
14 for me. Maybe 10:00 to 5:00 or 10:00 to 4:00 or
15 11:00 to 5:00.

16 MR. TRANEL: So an all-day, but not
17 quite all day, like six hours.

18 MS. FRANKEVICH: Yes. For almost
19 all of us it's a couple-hour drive.

20 MR. TRANEL: Six-hour time block?

21 MS. FRANKEVICH: Maybe six hours.

22 MR. TRANEL: Okay. This is all --
23 Miriam, we can just confirm it by e-mail. Here's
24 the date, time, location, based on this
25 information.

1 Other critical information related
2 to that?

3 MR. OKONEK: Information on how to
4 get ahold of each other would be really nice to
5 have. And one thing we haven't touched on at all
6 is, you know, we have some fairly broad groups
7 that we're representing, getting in touch with
8 these different people for representation and just
9 some networking and whatnot. I guess we can leave
10 that for the agenda next time, but there's -- for
11 some -- most people on here, there's a lot of
12 information to gather from a pretty big area to be
13 able to represent our various interests. That's
14 going to be a very time-consuming, big topic, a
15 challenging one to be taken care of.

16 MR. TRANEL: Okay. So you just
17 would like to see that as a discussion item at the
18 next meeting, that there's some clarification of
19 what the representation is of each member or
20 something?

21 MR. OKONEK: Right.

22 MS. VALENTINE: Also, how they're
23 communicating with their constituency?

24 MR. OKONEK: Yeah, gathering
25 information, communicating with them. You know,

1 is it going to be mailouts to every property owner
2 or just how do we perceive doing that? I'd like
3 some guidance on that.

4 MR. TRANEL: Okay. Good. All
5 right. Other comments or questions from the
6 Council?

7 MS. RUST: I'd like the time where
8 we have a little bit time to brainstorm the
9 presentations and scheduling some of that to just
10 go through and spend the time prioritizing,
11 because it takes more time than 30 minutes. Even
12 breaking into groups and coming back, but just
13 having time to where it doesn't feel so pressured
14 for everybody to throw out their idea on how to
15 make it all fit together in a thoughtful way.

16 So I'd like to see -- I don't know
17 if we even broke out to small groups or spent time
18 brainstorming issues, safety or this issue, this
19 is what we heard today so that we identify when we
20 leave that we have a clear picture of what we
21 heard and what was important.

22 MR. TRANEL: Okay. The way the
23 Council is supposed to work is basically a working
24 session in public view is how it goes. So it's
25 very much a working group as opposed to a

1 traditional public meeting or more kind of
2 presenting information to the public or something.
3 So it's meant to continue, you know, as it goes
4 along, should become more and more of a discussion
5 and work session among the membership.

6 MS. BALE: So do we want our
7 designated officer to provide some kind of minutes
8 to us and then we can hash them out?

9 MS. VALENTINE: We have a court
10 reporter, so we'll have fairly extensive minutes
11 for today, but I think what I'm hearing from
12 Suzanne is this idea of how the -- sit down and
13 really work on a topic instead of just this very
14 formal --

15 MS. RUST: I think it's nice to be
16 able to at least identify what those issues are
17 instead of everybody kind of in this big group
18 throwing things out. It's nice to kind of go
19 through and people come back and people add. It
20 might help to identify five big topics that we're
21 going to discuss and after we've gathered
22 information, then somehow pare it down or spend
23 time on each of those.

24 MS. GIBERT: Talking about maybe
25 breaking up into subgroups?

1 MS. RUST: Yeah, subgroups and then
2 maybe having time and coming back to the whole
3 group so there's nothing ever missed. Just the
4 process.

5 MR. TRANEL: That's something we
6 would have to check the rules on.

7 MS. RUST: We can't?

8 MR. TRANEL: Well, there can be any
9 number of subcommittees, but the -- then they're
10 not subject to it all being done open to the
11 public and everything. Subcommittees, there are
12 fewer rules. Anyway, but it is an option.

13 MS. FRANKEVICH: If we want to meet
14 in smaller groups, instead of doing that at the
15 big meeting, it might be better to have
16 subcommittee meetings in addition to our --

17 MR. TRANEL: That's another option
18 that we haven't even talked about today. If there
19 are specific tasks to be accomplished, there can
20 be a subcommittee appointed from the committee
21 here. It's good to have at least one person on
22 the Council, but there can be one person from here
23 with a couple other people who aren't on the
24 Council to go do an assignment and report back to
25 the next meeting. So that's another option to get

1 some work done. That's probably going to have to
2 come into play to do the large tasks.

3 So we have an opportunity to do a
4 lot of follow-up communication over the next
5 couple months to especially prioritize the items
6 for the agenda for next time. And I know it's
7 kind of a daunting task to pull everybody together
8 and really make progress the first time, but we
9 had to start somewhere. And I really appreciate
10 your time and efforts to be here and your
11 contributions. Everybody here contributed
12 significantly to the beginning, I think, a good
13 solid foundation and beginning for this Council.
14 It's a challenging assignment, but it's something
15 that can be done and as I think I said to Suzanne
16 at the break, if these 12 people can't do it, then
17 nobody can.

18 So I wish you the best and I'll
19 help Miriam as much as I can in the transition.
20 Thanks again.

21 MR. LYNN: There was a request from
22 Brian to have maybe a sign-up sheet with contact
23 information that then we could disseminate to
24 everybody.

25 MR. TRANEL: We're going to do that

1 through e-mail.

2 MR. LYNN: So you have all the
3 information already?

4 MR. TRANEL: Yeah. We're going to
5 do the contact sheet to publish on the web site.
6 Here are the 12 people and here's how to get ahold
7 of them. We're going to publish that information.
8 And then in addition to that is for the 12
9 members, here's how to get ahold of each other in
10 between meetings. We're addressing both of them.

11

12 Thank you, again. Thanks for the
13 members of the public who attended and we're
14 adjourned.

15 (Meeting adjourned at 4:21 p.m.)

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1 CERTIFICATE

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3 I, LESLIE J. KNISLEY, Notary Public for
4 the State of Alaska, and Shorthand Reporter, do
5 hereby certify that the foregoing proceedings were
6 taken before me at the time and place herein set
7 forth; that the proceedings were reported
8 stenographically by me and later transcribed by
9 computer transcription; that the foregoing is a true
10 record of the proceedings taken at that time; and
11 that I am not a party to, nor do I have any interest
12 in, the outcome of the action herein contained.

13 IN WITNESS WHEREOF, I have hereunto set
14 my hand and affixed my seal this 14thh day of March,
15 2008.

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LESLIE J. KNISLEY
Notary Public, State of Alaska
My commission expires: 02/22/11

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